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## **ELECTRONIC THESIS AND DISSERTATION UNSYIAH**

### **TITLE**

**THE INVESTIGATION OF SPEAKING ANXIETY FACTORS IN EFL CLASSROOMS (A DESCRIPTIVE STUDY AT SMA NEGERI 5 BANDA ACEH)**

### **ABSTRACT**

This qualitative research is designed with the aim to investigate the students' speaking anxiety factors in EFL classrooms and to seek out what the students have done to reduce their speaking anxiety. Data collection was done by distributing the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted and modified from Horwitz, Horwitz, and Cope (1986), and Yahya (2013). Sixty five second grade students of senior high school were asked to fill in the questionnaire to know what factors that leads to speaking anxiety among the EFL students. In addition, the researcher also conducted semi-structured interviews to nine students with the highest level of anxiety in the classrooms. The data were analyzed by using qualitative analysis (coding, percentages, data reduction, data display, and data verification). The findings indicated that communication apprehension factors lead to students' speaking anxiety with the percentage average of 71%, followed by fear of negative evaluation 53%, the test anxiety 48%, and the lowest percentage average of 39% for anxiety of English classes. Findings from interviews reveal that students did some non-verbal strategies and activities to reduce their English speaking anxiety. Avoiding eye contact with the classmates and teacher, and doing expressive reactions were the most frequent non-verbal strategies and activities done by the students to reduce their anxiety when speaking English in the classrooms. The conclusions suggest that most of the EFL students experienced the factors of communication apprehension in the classrooms. The English teachers are expected to be more sensitive and concerned with the anxiety faced by the students when speaking English in the classrooms. By creating the comfortable and the safe atmosphere of the teaching and learning process, teachers can help the students to reduce speaking anxiety faced by the students in the classrooms.

**Key words:** speaking, anxiety factors, communication apprehension.